

EFFECT OF FEUERSTEIN INSTRUMENTAL ENRICHMENT PROGRAMME ON BEHAVIOUR OF ITS ATTENDEES

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The paper has been prepared in the preliminary planning phase of a research aimed at testing the effect of Feuerstein's instrumental enrichment (FIE) programme on learners with problems in behaviour. The aim was to reveal the current state of research efforts in this area in the Czech Republic (CR) by the use of a research study. Our intention is built on two assumptions. On one hand, it is generally stated that people who have a negative self-concept and/or low self-esteem are more likely to exhibit problems in behaviour, in the family, school or in the wider social environment. On the other, one of the secondary objectives of the FIE programme is the restoration of positive self-concept in its attendees, precisely by adhering to the criteria of the mediated learning experience, e.g. by increasing attendees' sense of competence and learning to regulate their own behaviour. Thus, FIE influences the creation of a healthy self-concept, self-confidence and self-acceptance of its attendees. We set 4 objectives for the research study. First, to determine whether there are studies in CR that address the impact of FIE on learners with problems in behaviour. Second, whether there are any studies that aim to recognize the impact of FIE on the self-concept/confidence/confidence/ self-acceptance of its attendees (in general and those with problems in behaviour). The third directed to whether there are studies primarily examining the effect of FIE on cognition mentioning its "side effect" on self-concept/self-esteem/self-confidence/ self-acceptance, or whether any studies mention behavioural changes of its attendees as an effect of FIE. The search was conducted using 6 keywords/phrases on the knihovny.cz portal, which includes the collections of books and journals of all libraries in the CR. Furthermore, the theses.cz qualification thesis register and the Google Scholar system were searched. Last but not least, we used also multi-search engine the EBSCO Discovery Service (EDS). We searched for studies from 2000 to 2023. The choice of the initial year was based on the official start of FIE use in the CR. In the Czech provenance, we found three studies that primarily address the impact of FIE on learners with behavioural problems - first on learners with serious behavioural problems living in residential educational institutions, second on learners with ADHD and third on children with problems in behaviour. We managed to find three studies that partially aim to determine the level of self-concept/confidence/self-esteem/self-acceptance of FIE attendees. Five studies then report on the effect of FIE on self-concept/self-confidence/self-esteem/self-acceptance and nine other studies present the impact of FIO on behaviour change of attendees, both groups of studies mention it as ulterior finding of the study.

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